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EDITORIAL NOTES

GEORGE HERBERT LOCKE

The report of Mr. E. G. Cooley, superintendent of schools for Chicago, is full of very interesting reading for the men who are at work in the various departments of educational endeavor. The subject in which the readers of this journal are particularly interested is, of course, that of secondary education, and we think the news of what has been accomplished during the last year in the city of Chicago will be of very decided interest. It is rather encouraging to read that arithmetic has been taught along with mathematics, and systematic work in English grammar along with languages. We speak of it as encouraging, because too often this much-needed work is passed over for the sake of what is termed "advanced study" in these departments. There is of course, an element of discouragement in the necessity for having these subjects taught in the high school when they have formed, presumably, such a large part of the curriculum of the elementary school. Possibly it is because arithmetic has been taught so much that we turn out poor arithmeticians. So many of our books are made on the principle that one learns to do by doing. This is a pernicious doctrine, for with the decrease of interest comes increase in carelessness. Almost the same that is said of arithmetic may be, with truth, said of English grammar; the formality of it having destroyed the interest.

It is reported that the work in commercial subjects has increased in interest and in the number taken. That might be expected in a city like Chicago, and we hope that the following sentence from Mr. Cooley's report is true, where he says that "students and teachers are looking with greater respect upon this branch or high-school work." The report goes on to say that the work in English and in physical geography has been greatly strengthened. A special plea is made for laboratories in which to teach well the latter subject. It is treated in these high schools as an introduction to the sciences, and Mr. Cooley very aptly remarks that it ought to be specially well taught, in view of the fact that so many students leave school at the end of the first or second year. One can see some of the indications of Mr. Cooley's success as an organizer in the very businesslike statement of his that it is not a wise business proposition to spend \$10,000 or \$15,000 in fitting up a magnificent laboratory for the third- or fourth-year high-school work in physics or chemistry, while the classes in physical geography, which are three or four times as large, have to confine their efforts to the mastery of a textbook. We confess that this seems a very striking argument, and if Mr. Cooley is successful in obtaining first-class laboratories for this attract-

ive subject, we have no doubt that the number of students who remain in school past the second year will be largely increased. It is not so much a desire on the part of boys and girls to be in business or making money that takes most of them away from school at the end of the first or second year, but rather a distaste for the very formal studies which too often form the curriculum of these years. We know, for instance, of some high schools where in the first year the subjects of study are algebra, physiology (with special reference to the effects of alcohol and narcotics upon the human system), rhetoric, and Latin or German. Now all these subjects are taught from the technical point of view, and the result of a year's work of this kind upon the normal boy is that he wants to go anywhere but to school. One can hardly blame him for such a desire.

Mr Cooley offers a very interesting suggestion when he states his desire that high-school teachers should become more interested in the work of the first year. He recognizes that perhaps they may be ambitious to teach in higher grades, but he looks upon such a tendency as mischievous. One way of preserving the right attitude toward this work is, as he says, a recognition that the work in the various grades of the high school is of equal value and should be recognized as such in the matter of salaries. It is a very striking thing in the history of education how the organization has provided for an increase of salary with an increase of grade. This is, of course, a logical way of organizing the school system, but cannot be defended on educational grounds. The idea that teaching pupils of the eleventh grade is more difficult than teaching pupils of the tenth grade is utterly absurd, and yet our three divisions of education—elementary, secondary, and college—have been organized on this basis. It is very true, as Mr. Cooley says, that if we place our best teachers of the high school in the first and second years, a far smaller number of students will drop out of school at the end of the first year. The teachers we want for these first years are those who are enthusiastic in their work and can inspire the students. We have met a number of high-school principals who, having but a little time for teaching, devote that time to the graduating class. On inquiry as to why this was done, we were told that these principals wished to influence the life and conduct of the graduating pupils so that when they went out into the world they might be better equipped to understand the world and deal with its problems. This, of course, is a very laudable ambition, but it seems to us that it would be much better if the principal taught the first-year students and tried to develop their characters at that early and critical time. Then the principal would have time, during some years, to see whether he was a success in this effort of his, and to supplement and suggest in many ways things that would help these students in the subsequent years when they are still under his control. We hope that very many high-school principals do teach the first-year pupils, and we cannot see how any man at the head of a school can afford to ignore these persons who are entering upon this entirely new life. We hear very much about the gap or chasm separating the high school from the elementary school, and much of what we hear is founded upon theory, if not upon imagination. The best way to bring these two parts of our public-

school system together is through social intercourse and a larger mutual understanding. This has been tried in Chicago after this fashion: High-school principals have visited the elementary schools, holding meetings of elementary principals and teachers and eighth-grade pupils in order to interest them in the work of the high school. On the other hand, elementary principals have visited the high schools and have tried to become better acquainted with what is before their pupils who enter there. A committee of about twenty principals of the high and elementary schools have been at work during the past year trying to bring about better relations between the high and elementary schools, and their published report contains suggestions of great value. Each one of the twelve committees which Mr. Cooley has organized, and which are working on the various subjects in the curriculum, includes principals of high and elementary schools, and most of the committees are undertaking the study of the entire twelve grades, taken as a whole. Mr. Cooley hopes that this will give unity of effort to the work of the schools and bring about an increase in the spirit of sympathy and co-operation that is necessary to effective work.

There are fifteen high schools in the city, the smallest of which has an average daily membership of 224, and the largest of 1,476. The membership of all the schools is about 9,500, and the number of graduates last year was about 1,300. The cost of these schools was \$53.79 per capita upon the number enrolled. This, of course, is increased slightly in the English High and Manual Training School, where the cost is about \$77. This has been a year of decided progress in the schools of Chicago.

Under this title we published in November a statement of some of the prominent features of the act that was recently passed by the state legislature of Ohio, by which the educational work of the state was greatly changed in its organization and administration. We presumed that we were in possession of the facts, as we had taken them from one of the most reputable of our weekly journals, but letters from some of the prominent educational officials of the state have been received complaining that the case for the act did not receive just treatment. That our readers may have the full statement from the Ohio standpoint, we shall publish a full account of the act and its significance in our next issue.

There is nothing so significant in England at the present time as the increasing interest in secondary education. The Education Act, the discussion of which has heretofore been colored by religious controversy, is now being recognized as a decided aid to this much neglected part of the educational system, and the placing of responsibility upon the local authorities instead of on the government has aroused definite interest in the local situation. The London County Council has just published an elaborate scheme by which it is proposed to select annually between two thousand and three thousand of the ablest children of the ages of

THE
EXTRAORDINARY
EDUCATION ACT OF
THE STATE OF OHIO

SECONDARY
EDUCATION IN
LONDON

eleven or twelve in the London elementary schools as junior county scholars. Each child will receive free education in a secondary school till the age of fourteen, when the scholarship may be renewed for two more years. Money payments may also be made, under a separate system, to those who require it. From such scholarships the scholar may advance by intermediate and senior scholarships to a university education.

The message of Governor Higgins contains a very interesting sketch of the progress made in education in New York during the past ten years. He says that the new organization which provided for the unification of the system is now in good working order, and that the unfortunate controversies which existed under the dual system have been "happily terminated."

THE PROGRESS OF
EDUCATION IN THE
STATE OF
NEW YORK

Ten years ago there were 11,778 school districts, employing 25,414 teachers and registering 1,083,228 pupils. The average daily attendance of these pupils was 668,097, and the expense of maintaining the schools was \$18,921,246.

According to the last complete report, there are 11,726 school districts—a decrease of 52; 34,453 teachers employed—an increase of 9,039; 1,256,874 pupils registered—an increase of 173,646; a daily average attendance of 928,335—an increase of 240,238; a total expenditure for school purposes of \$41,418,096—an increase of \$22,496,850.

Ten years ago the state paid toward maintaining these schools, exclusive of aid given to high schools, \$3,712,352. Under the last apportionment state aid amounted to \$3,970,555—an increase of \$258,203. From these two groups of figures it appears that the aid given by the state to the schools has not kept pace with the growth of the schools. Ten years ago it amounted to \$3.43 per pupil; the last report shows that it amounted to \$3.16 per pupil, or a decrease of 27 cents per pupil.

Included in the above figures for ten years ago were 285 high schools maintained at an expense of \$1,698,860. These schools employed 1,159 teachers and registered 29,668 pupils. The last report shows 636 high schools—an increase of 351; 3,506 teachers—an increase of 2,348; 81,108 pupils—an increase of 51,440; amount expended, \$5,007,055—an increase of \$3,308,195. The state aid given to high schools ten years ago amounted to \$78,897; the amount so apportioned in the last report is \$290,025, an increase of \$211,128, or about 267 per cent.

Ten years ago the state rendered aid to the public high schools to the extent of \$2.66 per pupil; last year this amount was \$3.58, an increase of 92 cents per pupil.

Ten years ago there were 93 colleges in the state, employing faculties numbering 2,212 members and instructing 21,833 students, with an expenditure of \$4,792,987. The last report shows 119 colleges—an increase of 26; 3,871 members of the faculty—an increase of 1,659; 39,718 students—an increase of 17,885, and expenditures amounting to \$10,061,269—an increase of \$5,268,282.

Ten years ago there were 125 private academies, employing 1,031 teachers, instructing 12,131 pupils, with an expenditure of \$1,141,422. The last report shows 144 private academies—an increase of 19; employing 1,288 teachers—an increase of 257; instructing 13,988 pupils—an increase of 1,857; expending therefor \$2,099,945—an increase of \$958,523. The state aid given these private academies ten years ago amounted to \$17,956. The amount so apportioned in the last report was \$22,332—an increase of \$4,374.